

Textbook Alignment to the Utah Core – 4th Grade Social Studies

This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list (www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No _____

Name of Company and Individual Conducting Alignment:
Paul R. Lester for Gibbs Smith, Publisher

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☒ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Social Studies – Grade 4

Title: The Utah Adventure ISBN#: 978-0-87905-719-0

Publisher: Gibbs Smith, Publisher _____

Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum: _____%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: Students demonstrate the sequence of change in Utah over time.

Percentage of coverage in the *student and teacher edition* for
Standard I: _____ %

Percentage of coverage not in student or teacher edition,
but covered in the *ancillary material* for Standard I:
_____ %

OBJECTIVES & INDICATORS

Coverage in *Student
Edition(SE) and
Teacher Edition (TE)*
(pg #'s, etc.)

Coverage in
Ancillary Material
(titles, pg #'s, etc.)

*Not covered
in TE, SE or
ancillaries* ✓

Objective 1.1: Recognize the sequence of change in Utah over time.

a.	Identify factors that contributed to the development of the land; e.g., location, natural resources, climate.	SE: 9, 19-20, 34, 39-40, 44-45, 63-64, 73-74, 79, 96-97, 100-101, 111-112, 114-118, 132-135, 147-161, 175, 179-185, 188-189, 202-205 TR: 1-5, 35-36, 51-54, 83-84, 93-95, 101-014, 115-118, 151-154, 163-164	TR: 7-11, 38, 39, 59, 61, 63, 72, 73, 78, 86, 90, 97, 107-109, 119-122, 126
b.	Identify factors that have historically contributed to the growth of Utah; e.g., agriculture, industry, resources.	SE: 9, 20, 28-34, 29-44, 60-61, 63, 65-66, 73-74, 79, 85, 96-97, 99-105, 111-118, 132-138, 145-161, 179-197, 202-210 TR: 1-5, 23-26, 35-36, 51-54, 83-84, 93-95, 101-104, 115-118, 151-154, 163-164	TR: 27, 28, 29, 30, 32, 33, 34, MORE
c.	Identify characteristics of various communities; e.g., Park City, Eureka, St. George.	SE: 102, 103, 104, 116-118, 150, 151, 153, 154, 160, 161, 180, 182 TR: 83-84, 93-95, 115-118, 151-154	TR: 86, 88, 89, 90, 97, 98, 99, 122, 125, 126, 127
Objective 1.2: Trace the development of the state of Utah.			
a.	Identify the first inhabitants of Utah; e.g., American Indians, trappers, explorers.	SE: 22-37, 38-55, 56-75 TR: 23-26, 35-36, 51-54	TR: 27-34, 37-49, 55-65
b.	Identify the first settlers; e.g., Mormon pioneers, miners, laborers, entrepreneurs.	SE: 76-93, 94-109, 110-127, 128-143 TR: 67-69, 83-84, 93-95, 101-104	TR: 71-82, 85-91, 105-114
c.	Trace the events that led to the development of Utah from the State of Deseret	SE: 105, 164-169, 177 TR: 83-84, 133-134	TR: 135, 136, 137, 138, 148, 149

	to the territory of Utah to the State of Utah.			
d.	Identify important historical figures and historical sites; e.g., Fathers Dominguez and Escalante, Jim Bridger, Brigham Young, Heber Wells, Martha Hughes Cannon, This Is The Place, Promontory Point.	SE: 14-15, 30, 32, 34, 58-61, 65-70, 73-74, 79, 82, 83, 84, 97, 99, 124-126, 148, 149, 153, 154, 161, 165, 167, 170, 188-189, 194-195, 197 TR: 1-5, 23-26, 51-54, 67-69, 93-95, 115-118, 133-134, 151-154	TR: 11, 55, 58, 59-61, 64, 77, 86, 89, 135	
STANDARD II: Students trace the emergence and development of culture in Utah.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 2.1: Analyze contributions made from diverse groups to the development of Utah's culture.				
a.	Explain the influence of ancient and modern Utah Indian groups on cultural development.	SE: 39-54, 119-124 TR: 35-36, 93-95	TR: 37-49, 97-99	
b.	Explain the influence of explorers on Utah's cultural development.	SE: 56-74 TR: 51-54	TR: 55, 56, 57, 59-65	
c.	Determine reasons for immigration to Utah; e.g., religious freedom, economics, refuge, entrepreneurship.	SE: 76-80, 111-118, 145, 150-161, 179-181, 195-196, 202-204 TR: 67-69, 93-95, 133-134, 151-154, 163-164	TR: 71-82, 97-99, 125, 127, 128, 129, 130, 155-161, 165-175	
d.	Analyze the influence of the army establishment and travelers.	SE: 11, 121, 125-126, 155-162 TR: 93-95, 115-118	TR: 97-99	
Objective 2.2: Trace the development of Utah's culture.				

a.	Describe how various groups interact to create community roles and traditions.	SE: 84, 87-88, 91, 95, 99-101, 104, 121-123, 129, 132-135, 155-162, 170-172, 175, 181, 190-197, 202-209 TR: 67-69, 83-84, 101-104, 115-118, 133-134, 151-154, 163-164	TR: 71-82, 85-91, 97-99, 106-114, 119, 120, 127, 128, 136-141, 142, 168-171	
b.	Explain the influence of geographic and climatic factors on cultural development; e.g., homes, dress, industry, agriculture, recreation.	SE: 28-35, 39-45, 47-54, 58-74, 77, 79, 82-83, 85-92, 95-104, 106-108, 111, 113-118, 130-142, 147-160, 178-182, 188-189, 202-205 TR: 23-26, 35-36, 51-54, 67-69, 83-84, 101-104, 115-118, 151-154, 163-164	TR: 28-32, 37-49, 55-65, 71-80, 86-90, 97-99, 107-112, 119-126, 158, 159, 168, 169	
c.	Experience the aesthetic expressions of Utah; e.g., music, art, architecture, dance, drama.	SE: 43, 47, 50, 52, 53, 55, 87, 189 TR: 35-36	TR: 41, 43, 45, 46, 76, 77, 109, 123, 157	
Objective 2.3: Predict future changes based on the history and development of the state.				
a.	Identify factors that will contribute to future growth and change in Utah; e.g., technology, industry, population.	SE: 157-161, 197, 203-205, 208-209, 211 TR: 115-118, 163-164	TR: 127-131, 166-175	
b.	Predict changes to the culture of Utah.	SE: 157, 162, 195-197 TR: 115-118, 163-164	TR: 127, 128, 159, 160	
STANDARD III: Students summarize how a constitutional government and a free market economy developed in Utah.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
	Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s,	<i>Not covered in TE, SE or ancillaries</i> ✓	

		etc.)	
OBJECTIVES & INDICATORS			
Objective 3.1: Explain the purpose of a constitutional government.			
a.	Determine the need for government; e.g., identify individual rights and responsibilities.	SE: 166, 167, 170-172 TR: 133-134	TR: 135-139, 140-145, 148-149
b.	Identify the role of government as the Utah territory progressed toward statehood; e.g., laws, taxation, regulation, education.	SE: 164-169 TR: 133-134	TR: 135-138
c.	Identify the three branches of government.	SE: 172-174, 177 TR: 133-134	TR: 139-142
d.	List the duties of various elected state officials.	SE: 173, 174, 177 TR: 133-134	TR: 139, 140, 141
Objective 3.2: Trace the development of a free market system in Utah.			
a.	Trace the development of a business from its beginning, its market for goods or services, and its growth.	SE: 147-150, 151-154, 179-180, 210 TR: 115-118, 151-154	TR: 119-126, 157-160, 166-174
b.	Analyze the role of the worker in a business; e.g., division of labor, worker's needs, wages, contribution to the business, work ethic.	SE: 147-148, 150, 152, 154, 181, 183, 193, 203-204, 205, 207-209 TR: 115-118, 151-154, 163-164	TR: 119-126, 155, 157, 158, 165-175
c.	Analyze the role of the consumer in a business; e.g., revenue, advertising, quality, cost value.	SE: 194, 199-206, 210 TR: 163-164	TR: 157, 165-175
Objective 3.3: Analyze the role of the worker in a business.			
a.	Differentiate roles of workers in business.	SE: 150, 154, 158-161, 181, 192, 193, 199, 205 TR: 115-118, 151-154	TR: 119-126, 157, 168, 169, 170, 171, 172, 173, 174
b.	Identify the needs of workers.	SE: 152, 182-183, 207-208, 209 TR: 115-118, 151-154, 163-164	TR: 120, 157, 169, 170, 171, 172, 173, 174
c.	Identify the worker's contribution to business success.	SE: 147-148, 150-152, 181, 199-200, 205-210 TR: 115-118, 151-154,	TR: 119-126, 166-175

		163-164		
STANDARD IV: Students participate in activities that promote cultural understanding and good citizenship.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 4.1: Demonstrate cultural understanding.				
a.	Show appreciation for the uniqueness of other cultures.	SE: 46-51, 52, 122, 148, 155, 156-161, 162 TR: 35-36, 115-118	TR: 37-49, 98, 127-131	
b.	Identify the contributions of various cultures to Utah.	SE: 46-51, 52, 122, 148, 155, 156-161, 162 TR: 35-36, 115-118	TR: 37-49, 98, 127-131	
c.	Demonstrate respect for cultural differences.	SE: 46-51, 52, 122, 148, 155, 156-161, 162 TR: 35-36, 115-118	TR: 37-49, 98, 127-131	
Objective 4.2: Demonstrate basic citizenship skills.				
a.	Contribute to the establishment of classroom goals and rules and commit to support them.	SE: Students can develop this objective as they complete the end-of-chapter activities: 21, 37, 55, 75, 93, 109, 127, 143, 163, 177, 197, 211.	TR: 87, 88, 130, 137, 144, 145, 147	
b.	Identify ways to help and contribute to the community.	SE: 170-172 TR: 133-134	TR: 87, 88, 89, 127, 128, 129, 130, 137, 143, 144, 145, 146, 174	
c.	Demonstrate respect for Utah and the United States; e.g., national symbols, the pledge of allegiance, state symbols.	SE: preface, 106-107, 164, 167, 168-169		

		TR: 83-84, 133-134		
STANDARD V: Students compare governments and economies of Utah and Japan.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard V: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 5.1: Compare the governments of Utah and Japan.				
a.	List the attributes of government; e.g., branches of government, leaders.	JSA-SE: 38-39, 45-46, 63		
b.	Identify the types of government of Utah and Japan; e.g., representative republic, constitutional monarchy.	JSA-SE: 38-39, 45-46, 63		
c.	Compare modern daily life in each system.	JSA-SE: 40, 46, 65		
d.	Compare individual rights and responsibilities.	JSA-SE: 40, 46, 63		
Objective 5.2: Identify and compare the industries found in Utah with those in Japan.				
a.	List the major industries of Utah and Japan; e.g., transportation, mining, manufacturing, agriculture, tourism, service industry.	JSA-SE: 35-37, 43-44, 67		
b.	Determine the factors that influence the growth of industries; e.g., geographic, economic, and political.	JSA-SE: 35-37, 43-44, 69		
STANDARD VI: Students use geographical tools to analyze political and physical features of Utah and the Western United States.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓

Objective 6.1: Identify geographic characteristics of Utah and other states in the western region of the United States.				
a.	Find physical features that Utah shares with other western states.	SE: 7-15 TR: 1-5	TR: 8, 10, 17	
b.	Find scenic attractions in Utah and other western states.	SE: 7-15 TR: 1-5	TR: 11, 13, 16	
c.	Determine the mileage from the local community to various scenic attractions in Utah.	SE: 14, 15 TR: 1-2	TR: 11, 13	
STANDARD VII: Students use geographical tools to analyze political and physical features of Utah, the United States, China, and Asia.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VII: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: _____ %		
OBJECTIVES & INDICATORS		Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.)	Coverage in Ancillary Material (titles, pg #'s, etc.)	Not covered in TE, SE or ancillaries ✓
Objective 7.1: Use map skills to explore Asia.				
a.	Identify the location of Asia; e.g., hemisphere, latitude, and longitude.	JSA-SE: 3 , 5, 56		
b.	Locate the major landforms of Asia; e.g., mountains, deserts, rivers, and islands.	JSA-SE: 7, 16, 20, 24, 28		
c.	Determine mileage from one place to another in Asia	JSA-SE: 9, 29		
Objective 7.2: Compare physical features and climate in Utah, China, and Asia.				
a.	Explain the effect of physical features on climates; e.g., elevation, temperature, precipitation.	JSA-SE: 5, 7, 31, 34, 42, 43, 50, 51, 56, 57, 71		
b.	Relate the establishment of communities to climate and physical features.	JSA-SE: 22, 26, 34, 50, 51, 57, 73		
c.	Identify the impact physical features have on agriculture and industry.	JSA-SE: 35, 36, 51, 52, 57-60, 75, 77		
Objective 7.3: Compare political boundaries in Utah, the United States, China, and				

Japan.				
a.	Identify different types of political boundaries; e.g., city, county, state, national, and international.	JSA-SE: 17, 18, 21, 23, 25, 27, 29, 79, 81		
b.	Identify political boundaries in Utah, the United States, China, and Japan.	JSA-SE: 17, 19, 21, 25, 29, 79, 81		
Objective 7.4: Use maps to identify and compare geographic features of Utah, China, and Japan.				
a.	Locate the major landforms of Utah, China, and Japan; e.g., mountains, rivers, lakes, and deserts.	JSA-SE: 7, 16, 20, 24, 28, 86, 87		
b.	Create a map and generate a legend that shows topography, climate, and land in Utah and Japan.	JSA-SE: 7, 15, 16, 19, 20, 23, 24, 27, 28, 83, 84, 85, 86, 87		
c.	Recognize the influence of latitude and longitude on the climates of China, Japan, and the United States.	JSA-SE: 31, 34, 42, 50, 57, 83, 84, 85, 86, 87		

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Utah Instructional Materials
Credentials of Person(s) conducting Objective Alignment Form
(PLEASE NOTE: This is public information and will be posted to the Instructional Materials Website.)

12/12/2007
Date of Objective Alignment

Title of Material Aligned	ISBN:	Aligned to Which Core(s)?	Alignment conducted by:	Qualifications
<i>The Utah Adventure</i> <i>Japan, China, and the Asian Continent: A Workbook for Utah Fourth Graders</i>	0-87905-719-X 1-58685-711-8	<i>Utah Core – 4th Grade Social Studies</i>	Paul R. Lester 53 Clifford Terrace San Francisco, CA 94117 (415) 682-8412 (415) 994-2848	<i>Freelance Correlations Editor, 16 years (work for McDougal Littell, Houghton Mifflin, Pearson, Prentice Hall, Scott Foresman, Silver Burdette, People's Publishing, The Publishing Partnership, Glencoe)</i> <i>Senior Correlations Editor, Houghton Mifflin Company, 5 years</i> <i>Masters work at University of South Florida</i> <i>Bachelor of Arts, Loyola University, New Orleans, LA</i> <i>9th 10^h Grade Social Studies and Theology Teacher – 4 yrs., Jesuit High School, Tampa, Florida</i>

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I hereby certify that the information listed above is accurate to the best of my knowledge.

Valerie T. Hatch, Sales and Marketing Director (electronic signature)

Signature of Company Signee & Position of Authority